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ABSTRACT

As an informational aid for institutions interested in initiating displaced homemaker projects, this manual describes the development and operations of Hagerstown Junior College's Office of Displaced Homemaker Services. The manual's introduction outlines the specific objectives of the office, which was created to provide support services and/or vocational training to persons who have lost their means of support through divorce, separation, or the death of their spouse. Drawing upon the initial experiences of program operation, the manual then describes: (1) staffing and personnel responsibilities; (2) the role and composition of advisory and steering committees; (3) procedures in the program intake system, which is designed to determine client needs, refer clients to other offices when necessary, and collect ongoing information concerning client process; (4) procedures in the college intake system, which guides the client through college admission, registration, and counseling; (5) the individuals for whom the programs are designed and promotional activities to reach them; and (6) services provided by the office in the areas of career counseling, financial aid, group support, and job development. Finally, the report examines special problems encountered in program funding, student financial aid, and the provision of child care services. Intake forms, flow charts, publicity materials, and questionnaires are included in the report. (JP)

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**Meeting The Needs Of Displaced Homemakers
And Other Special Groups**

**a training manual for
displaced homemaker projects**



**Prepared by the
Office of Displaced Homemaker Services
Hagerstown Junior College**

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October 1980

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Table Of Contents

Background	i-iii
Introduction	iv
Procedure For The Establishment Of The Office Of Displaced Homemaker Services	v
An Effective Staff	1
Role Of Advisory And Steering Committees	2
Advisory Committee	2- 4
Advisory Committee Membership	4
Steering Committee	4- 5
Steering Committee Membership	5
Program Intake System	6- 7
Intake Form	8
Progress Report	9
Participant Exit Data	10
College Intake System	11-12
Flow Chart Diagram	13
Promoting The Program	14-16
Happenings/News Release	17
Happenings/Public Service Announcement	18
Ad Insert For Local Newspaper	19
Services	
Career Counseling	20-22
Financial Aid	22-24
Support Group	24
Job Development	25
Pitfalls	26
Funding Cycles	26-27
Financial Assistance	27
Day Care	27-28
Conclusion	29-30
Fall 1980 Enrollment Survey	31
Fall 1980 Enrollment Survey Form	32
Vocational Education/Training Recipients	33

Background (continued)

In Washington County, an organization named CASA, Citizens Assisting and Sheltering the Abused, was formed in 1976 to provide assistance to battered spouses and victims of domestic violence. By 1979, this organization, now CASA/New Directions for Women, had expanded its services. It was awarded a grant from the Maryland Department of Human Resources which, among other things, allowed CASA to subsidize vocational education and training for qualified displaced homemakers.

Hagerstown Junior College, Washington County, Maryland's largest vocational training institution for the adult learner, had established an educational delivery system which proved efficient and effective for the traditional college student. Now, other special groups turned to the College for help and services.

In October 1979, Hagerstown Junior College was awarded a grant through the Division of Vocational-Technical Education, Maryland State Department of Education, to begin a 10-month program for Displaced Homemakers and other special groups. The program's objectives were to

1. develop a system of access to vocational education programs for the following special populations:
 - a. persons who have been homemakers, but who now, because of dissolution of marriage, must seek employment;
 - b. persons who are single heads-of-households and who lack adequate job skills;
 - c. persons who are currently homemakers and part-time workers but who wish to secure a full-time job; and
 - d. women who are now in jobs which have been traditionally considered jobs for females and who wish to seek employment in job areas which have not been traditionally considered as job areas for females, and men who are now in jobs which have been traditionally considered jobs for males and who wish to seek employment in job areas which have not been traditionally considered as job areas for males.
2. provide support systems including career planning and job seeking skills for displaced homemakers and other special groups.
3. develop a system of coordination among job placement agencies to improve access for displaced homemakers and other special groups.

Background

Displaced homemakers are not a product of the seventies. They did not suddenly materialize when the Alliance for Displaced Homemakers was organized in 1975. Like the struggle for women's rights or the struggle for racial equality, the struggle of displaced homemakers has been going on for a very long time.

Their numbers are increasing and their struggle goes on.

Statistics published by the Census Bureau, U.S. Department of Commerce, in August 1980, indicate one-parent families have increased 79% since the 1970 census. In 1979 almost one of every five families with children in the United States was maintained by one parent. Of these one-parent families, 17% were maintained by the mother alone and 2% by the father alone.

Of the 77.3 million households reported in the U.S. in March 1980, 22.2% consisted of people living alone. Women accounted for most nonfamily households. The median age of these women in 1979 was 64.4 years. Half of them reported they were widows.

Displaced homemakers are, in essence, single heads-of-household. They are most likely women. They spent all, or nearly all, of their adult years caring for and working in their home. They have lost their means of support through divorce, separation, death, or disability of a spouse. Many are unprepared to earn a living.

Eighty percent of the women who work are single, widowed, divorced, or married to men who earn less than \$15,000. Some 3 million of those employed women are displaced homemakers. They do not enter the work force for "pin money". They work to provide income for themselves and their families, to pay for food, shelter, clothing, and other basic needs.

While the plight of displaced homemakers has earned growing recognition throughout the country in the past five years, their needs continue. Early in 1978, Senator Birch Bayh and Representative Yvonne B. Burke filed companion bills to amend the Comprehensive Employment and Training Act to include a special program for displaced homemakers under Title III. The CETA bill sent by the administration to Congress included for the first time displaced homemakers as a target group of economically disadvantaged, structurally hard-to-employ people whose needs should be served by the Federal employment training program. Equally without precedent, the Department of Labor at the full Committee hearing pledged to spend \$5 million in fiscal 1979 on displaced homemaker programs. The Department of Labor also took a second unique step and set up a task force of Employment and Training Administration and Women's Bureau representatives to administer the program expenditures.

Background (continued)

4. develop a training manual to be used by College staff and others in the delivery of services to the special populations identified in the project.

The Office of Displaced Homemaker Services was located on the Hagerstown Junior College campus in order to act as an advocate for that special population known collectively as "displaced homemakers" and, acting in conjunction with the College, to provide a system of comprehensive, appropriate services for this special group.

Introduction

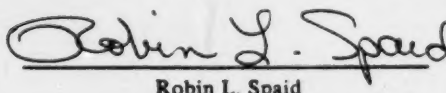
One of the objectives in the proposal for the establishment of an Office of Displaced Homemaker Services at Hagerstown Junior College was the development of a training manual.

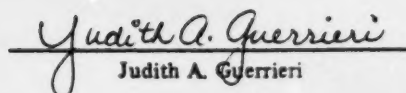
This training manual was written for use by other institutions seeking to serve displaced homemakers and other special groups. It is hoped other projects can adapt the information reported in this manual to meet their needs.

This, in essence, is a description of the way we did it. We hope the principles can be applied by other institutions. At the very least, we hope learning of our mistakes will help new projects avoid the repetition of these errors.

To establish the Office of Displaced Homemaker Services, we completed the tasks listed in the outline on page v. A description of the tasks as well as examples lifted from our program, appear in the manual.

Staff, Displaced Homemaker Services


Robin L. Spaid


Judith A. Guerrieri

**Procedure For The Establishment Of The
Office Of Displaced Homemaker Services**

Tasks to be Accomplished

I. Employ a Staff

- A. Employment of permanent part-time staff of one director and one secretary, salaries funded through the Maryland Department of Education, Division of Vocational-Technical Education**
- B. Employment of supplemental staff**

II. Organize Internal and External Advisory Committees

- A. Organization and goals of internal steering committee**
- B. Organization and goals of external advisory committee**

III. Develop Intake Systems

- A. Development of in-house intake system**
- B. Development of program intake system**

IV. Conduct Public Relations Campaign

V. Develop Client Services

- A. Career counseling**
- B. Academic counseling**
- C. Financial aid**
- D. Job development**
- E. Support group**

VI. Develop Future Plans

An Effective Staff

The first task in establishing a program for displaced homemakers is to employ a program director. The director should demonstrate an ability to work cooperatively with college faculty and staff, as well as community agencies. The community contacts the program director carries to the job are a crucial factor in the success of the project. Community referrals and inter-campus referrals depend upon the director's ability to perform valuable services for the clientele.

After a director has been employed, the position of assistant or secretary is filled. Do not underestimate the impact on the program which clerical personnel can have. When dealing with a population requiring special attention, as in the case of displaced homemakers, it is essential that staff members be empathetic and still realistic.

At Hagerstown Junior College, the director and secretary shared a variety of clerical and administrative duties. The displaced homemaker services project provided the program's staff with an opportunity to gain a variety of experiences in counseling, public relations, management, workshop development, and leadership. The project also utilized staff creativity. For example, most public relations material [see page 14] was developed by the secretary. Speaking engagements, however, were the responsibility of the director.

During the first year of the project, the director and secretary were employed half-time, 20 hours per week.

To accomplish all of the project objectives, it was necessary to engage supplemental help. Student aides, employed through the work-study program at Hagerstown Junior College, worked an allotted number of hours on specific projects of the Office of Displaced Homemaker Services.

One student aide, for example, produced a slide/tape presentation now being utilized as a recruiting tool. This experience was also incorporated into a cooperative education program unit for which the student received college credits.

A second student aide gathered statistical information regarding the displaced homemaker population in Washington County, Maryland.

A third supplemental staff member was employed as a clerical assistant. The clerical assistant's salary was funded through an internship from CASA/New Directions for Women.

All of the supplemental staff members were students enrolled in credit programs at Hagerstown Junior College. Their duties related to each person's program of study. All three were also displaced homemakers.

2/Training Manual for Displaced Homemakers

Role Of Advisory And Steering Committees

By involving the community in educational programs, those programs will be more responsive to local needs. Toward that end, the Office of Displaced Homemaker Services at Hagerstown Junior College sought the advice and expertise of both the community at large, through an advisory committee, and the College staff, through a steering committee.

One of the first tasks of the program director was the selection and organization of these supplemental bodies. The primary function of each committee was advisement rather than administration.

Later, three subcommittees [child care, financial aid, and public relations] were formed through the joint efforts of the advisory and steering committees. These subcommittees assisted the Office of Displaced Homemaker Services in a greater exploration of the three specific project areas [child care, financial aid, and public relations].

Advisory Committee

The use of advisory committees in vocational education programs is a natural and desirable extension of community participation in education. An advisory committee is ideally composed of community agency representatives whose programs offer pertinent services to the target group.

The Advisory Committee of the Office of Displaced Homemaker Services, for example, was comprised of representatives of community agencies which provided direct or specific services to area displaced homemakers. For example, CASA/ New Directions for Women, whose resources included tuition assistance for women 35 years and older, and CETA, whose resources included an individual referral program to vocational education studies, each had representatives on the Advisory Committee.

Because of the unique nature of the target population, community support is essential to the program's success. Nationally, the first center for displaced homemakers did not open until 1975 in the state of California. In October 1976, funds were allocated by the Maryland Legislature to the Department of Human Resources to establish a Maryland center for displaced homemakers. Thus, the focus on the needs of the displaced homemaker has been recent and is yet in developmental stages.

Displaced homemakers have been working within the family unit for many years, and suddenly find themselves without a means of support. They often lack

Role Of Advisory And Steering Committees
Advisory Committee (continued)

marketable job skills, job experience and job training. It is through purposely designed programs in community colleges, vocational education centers, and other community oriented institutions that displaced homemakers can become self-sufficient. On-the-job training programs, internships, education assistance, child care programs, medical assistance, and emotional support are necessary services to the displaced homemaker. They are services which community agencies can provide.

An advisory committee, in this case the Displaced Homemaker Services Advisory Committee, also functioned as a public relations tool. It is a means of educating key resource agencies to the needs of the displaced homemaker. An informed and involved advisory committee will promote an aware community and will lead the way to new and pertinent services.

Information and referral was a major component of the displaced homemaker program at Hagerstown Junior College. The Advisory Committee proved a rich referral source. In addition, contacts developed through the Advisory Committee gave the program staff access to a variety of community services. These services greatly assisted participants in the successful undertaking of vocational training.

At least 65% of the participants served during the first program period received assistance and support from one or more cooperating community agencies. Listed below are those agencies which frequently worked with displaced homemaker participants.

Board of Education, Washington County
CASA/New Directions for Women
CETA
Church Women United
Community Services Council
Cooperative Extension Service
Department of Social Services
Family Service Agency
Maryland Employment Security
Turning Points
Vocational Rehabilitation
Washington County Child Development Center
Washington County Health Department
W.I.N. Program

These organizations participated in the recruitment, public relations, referral, job placement, tuition assistance, client financial support, scholarship and stipend

4/Training Manual for Displaced Homemakers

Role Of Advisory And Steering Committees *Advisory Committee (continued)*

efforts of the displaced homemaker program. Many of these organizations were directly represented on the program's Advisory Committee.

Advisory Committee Membership

CASA/New Directions for Women; Executive Director
CASA/New Directions for Women; Job Development Specialist
Church Women United; President
Department of Human Resources, Employment Security Administration;
Employment Specialist
Department of Social Services, Family and Children's Division; Caseworker
Governor's Committee on Employment of the Handicapped; Regional Director
Hagerstown; Attorney
Hagerstown; Clergyman
Hagerstown, City of; Affirmative Action Officer
Hagerstown Junior College; Director, Displaced Homemaker Services
Human Relations Commission; President
Legal Aid Bureau, Inc.; Paralegal
University of Maryland, Home Extension Service; Agent
Western Maryland Consortium, CETA; Services Manager
Western Maryland Volunteer Program; Project Director

Steering Committee

A steering committee will serve several purposes in the development of a special program. Committee members promote the program in-house. They also provide access to a larger auxiliary staff to assist with specific projects including workshops and fund raising.

In the Office of Displaced Homemaker Services, the composition of the Steering Committee was tailored to the program's needs within Hagerstown Junior College. Committee members expanded faculty and staff awareness of the program throughout the College. Often an informed body is more willing to refer students and to encourage program participants.

The Steering Committee for this project served an additional purpose. In the event funding of a separate displaced homemaker office is discontinued, the Steering Committee can maintain the project's goals. The knowledge and

Training Manual for Displaced Homemakers/5

Role Of Advisory And Steering Committees
Steering Committee (continued)

resources gained in previous committee work will insure the continuation of the program's concept.

Steering Committee Membership
Hagerstown Junior College

Dean of Instructional Affairs
Director of Admissions and Registrar
Director of Cooperative Education Program
Director of Counseling
Director of Displaced Homemaker Services
Director of Financial Aid and Placement
Coordinator, Audiovisual Services
Coordinator, Experience Based Career Education
Counselor
Faculty Member, Engineering Science
Faculty Member, Humanities and Arts
Faculty Member, Physical Science
Faculty Member, Radiologic Technology
Faculty Member, Secretarial Science

6/Training Manual for Displaced Homemakers

Program Intake System

An intake interview is an essential part of the operations process in a special program. In many special programs, eligibility criteria exist. The intake procedure is an effective way to determine eligibility. At the same time, information is obtained for program studies, reports, files, and follow-up activities.

A new program is often unfamiliar to its targeted group. During the intake interview, program staff can explain the purpose and resources of the project. By giving a detailed account of the program, client and staff can determine whether this office can respond to the client's needs.

In the case of displaced homemakers, those needs are many and varied. For example, a single client could require food stamps, a medical card, vocational rehabilitation, further education, child care, transportation, and tuition assistance. It is highly unlikely that one office will provide all of these benefits. During the intake interview, a client's needs can be assessed. Staff can then make appropriate referrals to the offices best equipped to fulfill those needs.

To avoid a duplication of services and yet to maintain this comprehensive pool of resources, an efficient information and referral system is required. The program's staff are an important element in such a system. Their knowledge, contacts, and on-going relationship with community agencies is essential.

At Hagerstown Junior College, the Office of Displaced Homemaker Services staff used an Intake Form developed by the Maryland Displaced Homemaker Project. The use of a common form is part of an effort by Maryland displaced homemaker programs to coordinate their projects throughout the state, regardless of funding source.

Information requested on the form was compiled into a monthly report. These reports provided valuable statistics used in seeking additional funding, in planning future projects, in expanding services, and in communicating the needs of the displaced homemaker.

From the intake form, the staff could determine which services a client required. Only by remaining aware of the services offered by local agencies could the staff make effective referrals.

By using a chronological filing system, the Office of Displaced Homemaker Services was able to monitor the progress of its participants. Program staff attempted to maintain contact with participants, at a minimum, on a monthly basis.

Periodically, approximately every six months, a Progress Report was forwarded to participants. This report indicated a participant's current status and future

Training Manual for Displaced Homemakers/7

Program Intake System (continued)

needs. The Progress Report was developed by the Office of Displaced Homemaker Services to provide on-going feedback about the program's effectiveness.

When a participant indicated the Office of Displaced Homemaker Services could no longer provide assistance, they were asked to complete an exit form. Exit information was valuable in planning future projects and services.

The exit form was designed by Baltimore New Directions for Women and distributed to Maryland displaced homemaker projects. A common base for the gathering of statistical material was thus established.

MARYLAND DISPLACED HOMEMAKERS PROJECT

INTAKE FORM

Entry # _____

Date _____

Name Last
Address

First

M.I.

Social Security #

Age

Telephone #

City or County

Zip Code

Marital Status: Single _____ Divorced _____ Married _____ Widow/er _____ How Long? _____

Dependents: # of children in home _____ ages _____ other dependents _____ explain _____

Income: (choose 1) Weekly _____ Monthly _____ Yearly _____

Source of Income: (check where applicable)

_____ Wages _____ Widow's Benefits _____ Social Security Disability

_____ Child Support _____ Unemployment Compensation _____ Pension

_____ Alimony _____ AFDC (Social Services) _____ Other (specify) _____

Have you been out of the paid labor market: (please check)

_____ less than 5 years _____ 10-15 years _____ more than 20 years

_____ 5-10 years _____ 15-20 years _____ currently employed

_____ sporadic part-time employment

If you are currently employed:

JOB TITLE	EMPLOYER	FROM	TO
-----------	----------	------	----

Previous employment experience:

JOB TITLE	EMPLOYER	FROM	DATES	TO
-----------	----------	------	-------	----

Volunteer/Community/Civic Work:

Have you had, or would you have, difficulty in finding employment? Yes _____ No _____

Reason:

Have you suffered a loss of income? Yes _____ No _____ Date of loss _____

Loss of income due to: (please check) _____ Separation _____ Divorce _____ Death or disability of spouse

_____ loss of AFDC _____ Other (explain) _____

Check the services you anticipate from the Center: _____ Personal Counseling

_____ Referral Services _____ Career Counseling _____ Job Readiness Workshops

_____ Training Assistance _____ Job Placement Assistance

MARYLAND DISPLACED HOMEMAKERS PROJECT
INTAKE FORM (Con't.)

Have you sought services from:

☒ CETA ☐ Eligible ☐ Ineligible ☐ Pending

Results: _____

☐ Vocational Rehabilitation ☐ Eligible ☐ Ineligible ☐ Pending

Results: _____

☒ WIN ☐ Eligible ☐ Ineligible ☐ Pending

Results: _____

Education: (Circle highest grade completed) 1 2 3 4 5 6 7 8 9 10 11 12

College: 1 2 3 4 Major _____ Degree _____

Other Courses (Vocational/Enrichment) _____

How did you hear of the program? TV _____ Radio _____ Newspaper _____ Friend _____

Other (specify) _____

The Maryland Displaced Homemakers Project is an innovative project of the Maryland Department of Human Resources. Legislation requires routine reports on the results of the program. We may be contacting you for feedback concerning your experiences with the Center. All studies are entirely confidential, no names will appear in any study undertaken.

I am willing to provide feedback on my experiences with the displaced homemaker program.

☐ Yes ☒ No

I hereby state that, to the best of my knowledge, the above information is true, and if found to be untrue could lead to my termination with this program.

Applicant's Signature _____

Office Use Only:

Intake Receptionist:

Eligible: ☐ Yes ☐ No Reason: _____

Name of Counselor _____

Office Use Only	
☐ M	☐ F
W ☐	B ☐
AA ☐	BA ☐

Hagerstown Junior College
Office of Displaced Homemaker Services

PROGRESS REPORT

1. Please list those services which you sought during your first visit to this office.

2. Has the *Office of Displaced Homemaker Services* provided any of the services requested to date? ____ Yes ____ No
Which Services?

3. What services do you need at present?

4. Has the *Office of Displaced Homemaker Services* been helpful in defining and achieving personal goals? ____ Yes ____ No
Has the *Office of Displaced Homemaker Services* been helpful in defining and achieving career goals? ____ Yes ____ No

5. In what areas could the *Office of Displaced Homemaker Services* be more helpful to you in the future?

6. Name one service which this office does not now provide which you believe would be very useful to displaced homemakers.

USE THIS SPACE FOR COMMENTS.

Center Hagerstown Junior College

MARYLAND DISPLACED HOMEMAKERS PROJECT

PARTICIPANT EXIT DATA

Personal Data

1. Name _____
2. Social Security # _____ - _____ - _____
3. Months participating in DH program (circle number) 1 2 3 4 5 6

Reason for Terminating

- | | | |
|---|--|--|
| ☐ Got a Job | ☐ Felt program did not meet goals | ☐ Lost interest |
| ☐ Entered Training | ☐ Certified as disabled | ☐ Started business |
| ☐ Met own pre-employment goals | ☐ Moved out of area | ☐ Other (specify) _____ |

Employment

Employer: _____

Job Title: _____ Salary: _____ Per _____

Is the Job? ☐ permanent full-time ☐ permanent part-time
☐ temporary full-time ☐ temporary part-time

Training

☐ Education ☐ On-the-job ☐ Small business ☐ CETA
☐ Non-traditional ☐ Volunteer contract ☐ Occupational workshops/seminars

Educational Institution

Where? _____

Did you receive financial aid? ☐ Yes ☐ No What kind? _____

Other Program Data

Support groups attended (circle number) 1 2 3 4 5 6 7 8 9 10

Counseling sessions (circle) 1 2 3 4 5 6 7 8 9 10

Workshops (circle) 1 2 3 4 5 6 7 8 9 10

Referrals (circle) 1 2 3 4 5 6 7 8 9 10

Impression of Program (please check one in each column): Comments or suggestions about program (if any): _____

☐ Very Useful	☐ Very Caring
☐ Somewhat useful	☐ Somewhat caring
☐ Neutral	☐ Neutral
☐ Not too useful	☐ Not very caring
☐ Useless	☐ Uncaring

*** As a result of the program, have you noticed a change in your feelings or outlook for yourself? ☐ Yes ☐ No Explain: _____

College Intake System

It is the objective of an auxiliary office such as the Office of Displaced Homemaker Services at Hagerstown Junior College to provide added support for the nontraditional student. A project for displaced homemakers is like a multipurpose center; it consolidates several important areas in a single feeder unit.

In order to guarantee the displaced homemaker seeking admission to Hagerstown Junior College did not become discouraged or misdirected, the Office of Displaced Homemaker Services developed a written College intake system. The College intake system incorporated all the necessary procedures to ensure proper admission and registration, as well as a follow-up procedure to maintain participants.

As indicated in the diagram on page 13, a program participant may have been referred to the Office of Displaced Homemaker Services by a local agency. Often in-house referrals were made or public relations material may have brought participants to the office.

During a participant's first visit, general information was presented about the program, including financial aid, credit and noncredit classes, and vocational programs. Participants were asked to complete an intake form which requested a displaced homemaker's specific area of need.

Participants interested in credit classes at Hagerstown Junior College were referred to one or all of the following areas, as needed.

1. The Financial Aid Office for detailed information.
2. A counselor for in-depth academic advisement.
3. A faculty member for specific course information.

At this point, most participants took a series of diagnostic tests as an indication of academic placement. At Hagerstown Junior College, prospective students are given the Nelson-Denny Reading Test or Stanford Diagnostic Reading Test, a writing sample and a series of Cooperative Mathematics Tests.

Each participant was assigned an academic counselor. The counselor guided the participant through the requirements of specific degree programs and helped the participant arrange a schedule of classes.

The Office of Displaced Homemaker Services staff acted as client advocates for participants. A staff member accompanied each participant through the registration process, including tuition payment at the Finance Office and purchasing texts and supplies at the Bookstore.

College Intake System (continued)

As a double check, a follow-up appointment was scheduled to ensure the process was complete and to determine subsequent needs and services.

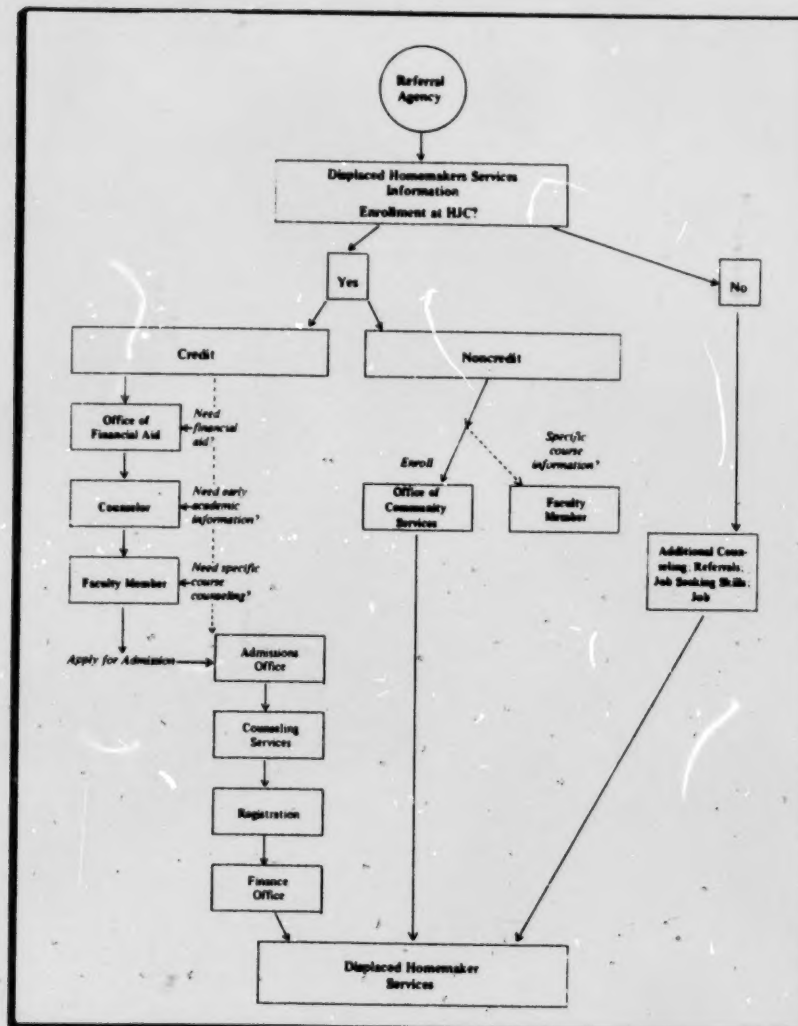
At the close of a semester, a progress report was mailed to each participant. The progress report indicated a student's plans for the coming semester and support areas the Office of Displaced Homemaker Services could fill.

If a participant was interested in noncredit classes, the Office of Displaced Homemaker Services reviewed classes available in the participant's area of interest and assisted the participant with registration through the Office of Community Services. On occasion, a participant requested detailed information regarding a noncredit class before making an enrollment decision. In such cases, the Office of Displaced Homemaker Services arranged an appointment between the participant and teaching faculty member.

If a participant was not interested in formal education, either credit or noncredit classes but was interested in entering the job market, the Office of Displaced Homemaker Services assisted the participant with job-seeking skills. Resume writing, interview techniques, and hints for the job search were reviewed. Referrals to other agencies, particularly Maryland Job Service, CASA/New Directions for Women, and CETA were often made.

Training Manual for Displaced Homemakers/13

Flow Chart Diagram



Promoting The Program

What is a displaced homemaker? Why do they need special attention anyway?

The term "displaced homemaker" can be applied to about 4 million persons nationally. Like a disease causing germ, the stigma can attack without warning. It strikes regardless of most cultural barriers, without regard to income, sex, geographical location, or social status. It does not discriminate against blacks, Mexican-Americans, Catholics, Protestants, or Jews.

A displaced homemaker could be anyone. She may have been your wife. He may have been your husband.

The term displaced homemaker was coined by a California woman, Tish Sommers, who was divorced at 57 and suddenly discovered she had "fallen through the cracks." She was ineligible for welfare and for social security. She was ineligible for unemployment benefits because as a homemaker she had not "worked." She faced age and sex discrimination.

A displaced homemaker is a person, usually a woman, who has spent the majority of their working years in the home and has recently lost the means of support through divorce, separation, death, or the disability of a spouse. The displaced homemaker has not held a job for a long time, or has never been employed outside the home.

The term emerged through the plight of displaced homemakers in their middle years, between the ages of 35 to 64. The needs of this age group were given a high priority because many had been out of the job market for lengthy periods of time, rendering reentry more difficult.

While statistics indicate only 14% of divorcing women are ever awarded alimony and less than 7% of those receive it regularly, myths persist. The plight of the displaced homemaker is clouded by misconception.

Displaced homemakers need vocational training and educational opportunities. They need to refresh old skills, develop new skills, and redefine their career goals. As in the case of Tish Sommers, they need support and assistance which often is not available to them.

Special programs are beginning throughout the country to answer these needs. Community and government support, however, is necessary to the success of these programs. Funding depends upon support. Utilization depends upon support and awareness.

A well-planned public relations effort is important to the success of these programs.

Promoting The Program (continued)

To promote the Office of Displaced Homemaker Services at Hagerstown Junior College, an introductory brochure was printed. The brochure outlined the services offered and defined the target population. A portion of the brochure could be detached and returned to the Office requesting additional information.

The brochures were distributed to community service agencies, to community leaders, to church organizations, to civic organizations, and to area businesses for display. A mass mailing of a letter to many of these same organizations explained the goals of the Office of Displaced Homemaker Services in detail. In the letter, the program director requested speaking engagements and participant referrals. As a result of these efforts, the program director appeared on the agenda of such groups as Church Women United, Community Services Council, and Washington County Health Department.

Speaking engagements were an opportunity to educate the community about displaced homemakers generally and specifically to explain the purpose of the Office of Displaced Homemaker Services. The information relayed between program representatives was the background for many inter-program referrals.

At the same time, the program director requested time on the agenda of in-house committees. As a result, the existence and purpose of the Office of Displaced Homemaker Services was formally introduced to the College's President's Council, to the supportive staff, to the counseling staff, and to the various faculty divisions [Humanities, Social Sciences, and Physical Science]. The awareness and contact begun by these initial efforts was maintained throughout the program period by the in-house Steering Committee. Faculty and administrators, as committee members, could report the progress of the program, announce new projects, and generally reinforce the goals of the Office of Displaced Homemaker Services to their colleagues.

Because the program's budget limited public relations expenses, it was important to utilize free or inexpensive methods of advertising. Besides word-of-mouth and personal contact, local media resources were tapped. News releases and feature stories were printed free of charge in local newspapers. Public service announcements were available at no cost to nonprofit service organizations by radio stations.

A reporter for a weekly paper agreed to write a feature story on the new program. For his material, he spoke with program staff, as well as a program participant. The story appeared on the front page of the newspaper and drew a very favorable response.

At least once a month, general news releases describing the Office of Displaced Homemaker Services and its current efforts were submitted to the local

Promoting The Program (continued)

newspapers. Prior to workshops, registration, and other special events, announcements were forwarded to the "club news" editor of the local paper.

Public service announcements were written by the program staff. The announcements were forwarded to local radio stations prior to workshops and registration.

A second no-cost use of the radio was participation in "talk" shows. The program director answered questions about the Office of Displaced Homemaker Services on two such programs. These guest spots were arranged through personal inquiry by the program director.

A similar five-minute program was conducted by the local television station. The daily program served as a community services calendar and directory. The host questioned agency representatives about their program and upcoming special events.

Another low-cost public relations tool was participation in community events. The Office of Displaced Homemaker Services had a booth at the county women's health fair and at the local career exposition.

A slide/tape presentation introducing the Office of Displaced Homemaker Services was created as a visual recruiting tool. A displaced homemaker participant, employed under College work-study, edited a script and recorded the material. A second work-study student photographed the corresponding subjects.

The majority of money budgeted for public relations was spent on paid newspaper advertisements. A series of these ads, easily read on the back page of the local paper, drew a very favorable response from interested displaced homemakers.

In planning for the future, a public relations subcommittee was formed by the joint membership of the Advisory and Steering Committees. This subcommittee will explore other methods of advertising and make suggestions regarding public relations techniques.



FOR IMMEDIATE RELEASE
January 28, 1980

New Program Offered at HJC

HAGERSTOWN - Hagerstown Junior College is offering a new program during the Spring semester entitled Displaced Homemakers Services. A federally funded program, it is designed for individuals with special needs who are considering changing their careers.

Individuals who may want to participate in the program include homemakers entering the job market because of dissolution of marriage, single heads-of-households with inadequate job skills, homemakers working part-time who want to work full-time, and those who want to expand their job skills into non-traditional careers.

In addition to offering career counseling and a number of college programs, Displaced Homemaker Services had information available about community service agencies and financial aid. Individuals may also participate in workshops and support groups.

For more information, contact Robin Spaid, Displaced Homemaker Services Director at Hagerstown Junior College, 790-2880, extension 316.



For Broadcast Through May 5, 1980
30 seconds

PUBLIC SERVICE ANNOUNCEMENT

April showers left you damp and dreary? Throw a little sunshine onto your horizons and make the College Connection.

The Office of Displaced Homemaker Services at Hagerstown Junior College invites area homemakers to visit the HJC campus on Tuesday, May 6, from 9:30 a.m. until 3:30 p.m. Join HJC faculty and staff, and representatives of CASA, in an informal preview of higher education.

Brighten your day at the College Connection and discover how education can bloom for you.

Childcare services available by reservation. For more information, call Robin Spaid at HJC, 790-2800, extension 316.

- 30 -

Ad Insert For Local Newspaper

HOMEMAKERS!

*Take Inventory
of Yourself!*

*Ready to resume
your education?*

*Thinking about
a new career?*

*What's right
for you?*

*Let the Office of Displaced Home-
maker Services at Hagerstown Junior
College help you plan a better fu-
ture.*

CALL 790-2800,

ext. 316,

Robin Spaid,

Hagerstown Junior College

May 29 and 31, 1980

June 2, 4, 6, 10, 12, 14 and 18, 1980

20/Training Manual for Displaced Homemakers

Services

Career Counseling

By definition, displaced homemakers are suddenly thrust into a situation marked by change. Many have never worked outside the home; some have been employed, but not for a long period of time. Almost all need a job quickly, and almost none are prepared for the task.

Career counseling is a significant factor in displaced homemaker programs. Defining a career and beginning the process toward employment is the first step toward sustained self-support. The ultimate goal of most displaced homemakers is a good job.

Career counseling for the displaced homemaker should include several factors.

1. The job market — in certain areas, job readiness skills may be enough to open the employer's door. In areas where the unemployment rate is high, a program may be necessary to create jobs or specifically to encourage women to train for jobs traditionally considered male-oriented. It may be necessary to develop a special training program in a nontraditional field solely for displaced homemakers.
2. Self-confidence — building self-confidence is important to a job search. By preparing the displaced homemaker for reentry into the job market, the job search may have a more successful ending. Workshops and support groups in assertiveness training, interviewing skills, preparation of resumes, and career guidance will assist the displaced homemaker in the job search.
3. Education and training — because the displaced homemaker has been working within the family for sometime, there is often a lack of the formal education, training, and experience necessary to qualify for many positions. Special programs for the displaced homemaker in these areas must take into consideration costs and time.

The majority of participants in the displaced homemaker program at Hagerstown Junior College were uncertain about a career direction, interest area, and academic skills. To help clarify these areas, several written aids were utilized during an individual's counseling session.

The Harrington/O'Shea System for Career Decision Making was administered to participants uncertain of a career direction. This is a self-scoring interest inventory which allows participants to relate personal interests, rather than demonstrated experience and skills, to employment fields. An advantage to a self-scoring instrument is immediate feedback, a sense of progress rather than another delay.

Training Manual for Displaced Homemakers/21

Services

Career Counseling (continued)

Progress is an incentive to many displaced homemakers who are concerned about age and time limitations to their proposed career.

The Office of Displaced Homemaker Services arranged individual appointments within the private business sector to give interested participants firsthand knowledge of a career area. For example, one participant who indicated an interest in the medical profession was granted an interview with the resident technologist of the local hospital. In this way, the participant learned training requirements, job duties, and employment possibilities. She also began making contacts which may prove valuable in the future.

College faculty gave personal interviews to participants concerned about the educational requirements of a career. An in-house career exploration alternative was the Experience Based Career Education program which awarded college credits and on-site opportunities to explore in-depth selected employment areas.

The staff of the Office of Displaced Homemaker Services was receptive to the needs of the local job market and maintained close contact with the local Employment Security Office, Department of Human Resources. The staff tried to remain aware of state and national employment trends through written reports and attendance at workshops such as Affirmative Action: A Responsible Management Approach, and the Women's Employment Opportunities Conference.

When possible, volunteer experiences were established to help clients make a career decision. A volunteer experience provided firsthand knowledge of a career area. As employers today are recognizing the valid experience gained by volunteer work, this experience was the next best thing to paid employment. Volunteer experiences also provided an opportunity to sample several careers without penalizing a displaced homemaker's employment record.

Once a career area had been defined, information was dispensed concerning appropriate training and educational facilities. If a participant did not require further skills training, but lacked confidence and ability for the job search, they were referred to a series of workshops. These workshops were scheduled monthly by CASA/New Directions for Women. Topics included skills assessment, resume writing, job hunting strategies, and interviewing techniques.

When a career required additional education, a training program was mapped by the displaced homemaker and an Office of Displaced Homemaker Services staff person. Finances, child care, transportation, available resources, and time factors were considered. The College's in-house developmental program was utilized and diagnostic testing in English, reading, and mathematics was arranged. These tests

22/Training Manual for Displaced Homemakers

Services *Career Counseling (continued)*

indicated the most satisfactory entry level for the displaced homemaker who had been absent from school for many years.

Comprehensive academic counseling was provided to displaced homemakers registered in formal College classes. College counselors explained course prerequisites and requirements, as well as future employment trends.

Financial Aid

Because a displaced homemaker is someone who has contained his or her work within the home and family, divorce, separation, or the death or disability of a spouse, means a substantial loss of income. Many face age discrimination by employers, but are too young for social security. They are not eligible for unemployment insurance because homemakers are not considered a part of the working force. A 1979 survey by the Displaced Homemakers Network revealed the average income of displaced homemakers nationally is \$5,000.

Many displaced homemakers wish to upgrade skills which have been shelved for too long, or to acquire new skills. Most are unprepared to enter an occupation and need vocational services. Most do not have the necessary financial backing. For displaced homemakers, financial assistance is an important factor to any program.

The Office of Displaced Homemaker Services logged more requests for services in the area of financial aid than in any other category.

Tuition assistance and maintenance internships awarded by CASA/New Directions for Women were essential. In 1979, CASA/New Directions for Women was awarded a grant from the Maryland Department of Human Resources which stipulated a maximum of \$250 per qualified participant for vocational education and training.

Because Hagerstown Junior College offers a variety of vocational education programs, the Office of Displaced Homemaker Services and CASA/New Directions for Women began coordinating efforts in December 1979 to bring displaced homemakers to the Junior College. CASA's eligibility guidelines, however, required recipients to be displaced homemakers 35 years old and above. For non-CASA eligible participants, financial aid was a major concern.

The Office of Displaced Homemaker Services worked closely with the College's

Services

Financial Aid (continued)

financial aid officer to explore all possible avenues of assistance. For those eligible, funding was provided through the Basic Education Opportunity Grant or Supplemental Education Opportunity Grant. Additionally, several student/participants received maintenance funds throughout the school term under the College's work-study program. Information about individual scholarships was also provided by the financial aid officer.

Among the successful applicants for financial aid were two students, also displaced homemakers, employed in the Office of Displaced Homemaker Services through the work-study program. One of the students was later selected for a permanent part-time position in the Office of Public Information at the College. A third displaced homemaker student was awarded a scholarship from the local Soroptimist Club.

Other community agencies had programs of financial assistance. The Washington County CETA Office, in an individual referral program, provided tuition, fees, and books to displaced homemakers who met CETA eligibility requirements. CETA also paid an hourly stipend to these students based upon actual classroom hours.

The Vocational Rehabilitation Office funded displaced homemakers attending the College provided they were otherwise eligible for vocational rehabilitation services because of a disability or handicap.

Along with the successes, were several disappointments: displaced homemakers disqualified because they were less than 35 years old, displaced homemakers recently separated and, therefore, ineligible for Basic Grant and CETA. These disappointments were brought to the attention of the program's Steering and Advisory Committees.

By unanimous consent, the Steering Committee voted to begin a Displaced Homemaker Scholarship Fund. Contributions would come from community organizations. Steering Committee members agreed to request monies from organizations with which they were associated.

At a joint meeting of the auxiliary committees, the Advisory Committee agreed to join the scholarship program. A subcommittee comprised of members from both groups was formed to map a strategy for fund raising and to establish eligibility criteria. The subcommittee was also responsible for awarding any scholarships.

While vocational training was necessary to fulfill many career plans, the majority

Services
Financial Aid (continued)

of displaced homemakers were not able to attend school without supporting income. Education and employment go hand and hand to the displaced homemaker.

For some, education was a full-time endeavor made possible through part-time employment. For others in less stable financial positions, education came in steps while full-time employment continued.

The Office of Displaced Homemaker Services assisted clients in their search for part-time employment. CASA/New Directions for Women awarded internships to eligible displaced homemakers. The intern was paid minimum wage for 15 hours per week of on-the-job training during a 20-week period. The College work-study program enabled displaced homemakers to work on the College campus for an average of eight hours per week at minimum wage. CETA paid displaced homemakers enrolled in approved College programs minimum wage for in-class time.

Support Group

Although the 1979-80 school term marked the peak enrollment for traditional 16-21 year old full-time students in colleges and universities, the average displaced homemaker returning to school after several years is gripped by an anxiety known simply as "different".

A weekly support group, an informal gathering of interested returning students, was established to discuss the common fears and problems shared by the adult learner. These meetings were scheduled around the noon hour, commonly a free period, to accommodate as many interested persons as possible.

Led by the program director or a member of the College counseling staff, the sessions were open-ended and focused upon topics selected by the group. On several occasions a topic required in-depth coverage and expert speakers were scheduled. A representative of the Legal Aid Bureau, for example, spoke before the group and answered questions about individual problems.

More often, however, the group provided an emotional support which was centered in common purpose and mutual understanding. Topics included dealing with instructors, problems with teenagers, the social dilemma of a single woman, financial aid, food stamps, and self-confidence.

Services

Job Development

The ultimate goal of the displaced homemaker is to become self-supporting, to find a job. Displaced homemaker programs vary in their contributions toward this goal. Some concentrate on building the personal self, some on job readiness and training, and others on job development. The emphasis of each program depends upon several factors.

The employment patterns of the geographic area should be considered. Is the area traditionally underemployed? Is there a surplus of industry? Are there many opportunities in nontraditional fields? What occupations are in demand and what training is available for these occupations?

It may be necessary to create jobs or to develop apprenticeship programs especially for displaced homemakers.

In some communities effective job placement agencies are working. Here it is important to link services such as job readiness with job placement.

The Office of Displaced Homemaker Services was funded primarily to develop a system of access to vocational education programs for displaced homemakers. The emphasis was on employment preparation. Job placement was a component developed through coordination with local organizations.

In an effort to avoid duplication of services, a separate job placement system was not formed. Rather, a framework for coordination among job placement agencies was proposed.

Hagerstown Junior College, CET A, CASA/New Directions for Women, the Department of Human Resources and Community Action Council each submitted a description of the employment areas most often serviced by their agency. A list of specific positions which frequently had openings was also submitted. If the agency was restricted to assisting clients eligible under that agency's program guidelines, eligibility criteria were listed.

During the intake process a client indicated their employment needs and abilities. If a client was job ready, a staff member could refer the displaced homemaker to the suitable placement agency.

In addition, the Office of Displaced Homemaker Services maintained a file of on-campus positions and sample job descriptions. The staff disseminated information about job openings to qualified displaced homemakers. They also worked closely with special on-campus programs offering employment and job training to college students, work-study, internships, and Cooperative Education.

26/Training Manual for Displaced Homemakers

Pitfalls

Woe is the program which unfolds neatly and escapes all problems in its formative stages!

Just as Pollyanna in the Walt Disney movie of the same name was able to find some measure of good in every situation, no matter how hopeless or discouraging, we have taken heart in our obstacles.

How else to grow and develop than through trial and error?

In order that new projects may stumble upon their own problems, however, we have taken the opportunity in the next few pages to point out a few pitfalls which the Office of Displaced Homemaker Services encountered.

New projects may solve their own problems — beware of ours!

Funding Cycles

A significant problem in this project involved the funding cycle. The Office of Displaced Homemaker Services was funded through the Maryland Department of Education, Department of Vocational Technical Education (DVTE). The funding cycle of DVTE is October 1 through September 30.

Monies awarded to the Office of Displaced Homemaker Services by DVTE are funneled through Hagerstown Junior College. Hagerstown Junior College has two semesters (fall and spring) and two summer sessions. The fall semester runs from September to December; the spring semester runs from January to May. The two summer sessions, five weeks each, run consecutively from June to mid-July and mid-July to the end of August.

The funding cycle of DVTE prohibited the placing of participants during the fall semester 1979 at Hagerstown Junior College. Since many people associate the fall semester with a "beginning" of a new school year, of a new program, or of a new direction, the necessary lag in program advertising and recruitment was an obstacle.

Focus was switched to the spring semester beginning in January. Funding and hiring delays, however, meant the Office of Displaced Homemaker Services did not begin to function until mid-November. The staff had little time to gear-up for January. Time limits prevented the development of a dynamic public relations campaign, of a comprehensive program plan, including workshops, career counseling, agency referral, support groups.

Pitfalls
Funding Cycles (continued)

During the first complete semester under which the Office of Displaced Homemaker Services functioned, the program was unable to provide the array of services needed by many clients. A vast amount of time was spent in ironing out problems associated with placing participants within the existing College system.

It is, therefore, a firm recommendation that at least three months be allotted for start-up time in the development of a new program.

Financial Assistance

Many displaced homemaker participants were receiving assistance from the Department of Social Services or the Department of Human Resources in the form of food stamps, W.I.N. grants, Aid to Families with Dependent Children, etc. This financial assistance, however, was minimal in terms of economic stability. In order to receive vocational education and training, these participants also required tuition assistance. In many cases, they also required maintenance monies.

The two most accessible forms of aid were CETA funding and the Basic Education Opportunity Grant. Recipients of assistance from the Department of Social Services, however, are penalized upon receipt of other funding. Food stamps, AFDC, and W.I.N. grants can be, and are, reduced based on the inclusion of CETA, Basic Education Opportunity Grant, or scholarship awards into a household's income. Although these monies, Basic Grant, etc., are intended for educational purposes, they are considered income by the State of Maryland.

The Office of Displaced Homemaker Services and the College's financial aid officer are working to further clarify the eligibility guidelines of the Department of Social Services and to further represent the hardship previous cuts by the Department of Social Services have caused displaced homemakers.

Day Care

The lack of an on-campus day care facility was a definite disadvantage to the educational opportunity offered by Hagerstown Junior College. Several participants in the displaced homemaker program were unable to begin vocational training because suitable day care was unavailable.

Pitfalls

Day Care (continued)

The Office of Displaced Homemaker Services was forced to rely entirely upon its information and referral arm. Participants were referred to the Washington County Department of Social Services, the referral center for day care homes, to the Board of Education's head-start program and to pre-kindergarten programs available through the local school system.

The advantages of an on-campus child care center are numerous and a preliminary survey of displaced homemaker services participants indicated the need for such a center was great. An on-campus center would eliminate the problem of transportation between school, child care center, and home. An on-campus center would cut valuable commuting time. An on-campus center could fill the gap left on public school holidays, public school snow days, etc. Finally, an on-campus center could mean the difference between enrollment and non-enrollment of a parent, or the difference between part-time and full-time status.

Although the problem has remained unsolved to date, the Office of Displaced Homemaker Services, with the help of the Office of Student Activities, continues to work diligently toward an effective solution.

Conclusion

Due to the short length of the program period, seven and one-half months, it was unrealistic to draw conclusions about the success of the Office of Displaced Homemaker Services insofar as providing vocational training and education. Personal observations by the program staff conclude the project is filling an overwhelming need. In its first term of operation, the program successfully established a support network for returning displaced homemakers at the junior college level. The groundwork for the development of new training programs was laid.

Sixty-two persons were served during the initial program period. Several received assistance in securing part-time or temporary employment. The majority, however, were still involved in their continuing education and training programs at the end of the program year. The fruits of their labors, while promising, remain to be seen.

In planning for the future on a daily operation basis, the Office of Displaced Homemaker Services used the Progress Report [see page 9]. This report provided current information regarding a participant's needs and development.

A chronological filing system ensured periodic contact with participants by the Office of Displaced Homemaker Services.

For the fall 1980 semester, an enrollment survey was designed to determine a participant's course load and student status. These statistics are useful in developing client services and in anticipating client needs.

The Vocational Educational Training Recipients form was developed to assist the Office of Displaced Homemaker Services in compiling statistics for the Division of Vocational-Technical Education. These statistics are useful in obtaining continued funding for the program.

Our program and services remain flexible. As more and more displaced homemakers visit our office, our insight and awareness grows. We are able to propose productive answers to some of their problems. Presently, the Office of Displaced Homemaker Services is providing a needed community link. The Office serves as a liaison between community and campus, and between participants and referral agencies. Many participant needs, however, are not being met.

The on-campus child care facility, for example, remains a priority. In addition, many participants need further economic support. Because they are forced to work full-time to support their families, these participants attend classes part-time. They become frustrated at the slow pace of their educational program. Two courses per semester, even including both summer sessions, would require three years to compile the necessary 64 credit hours for an associate of arts degree.

Conclusion (continued)

Displaced homemakers and representative program staff need to lobby to obtain further funding. We must be able to offer the ambitious displaced homemaker more training, more support, and more suitable and well-paying jobs, without using time as a deterrent.

Office Of Displaced Homemaker Services
Hagerstown Junior College

Fall 1980 Enrollment Survey

The Office of Displaced Homemaker Services must make periodic reports on the status of its program. One of the most helpful statistics is the percentage of displaced homemaker program participants returning to institutions of post-secondary learning and/or training.

Would you please assist us in the maintenance of accurate and current records by completing the attached brief survey.

The completed form may be placed in a file designated "Enrollment Survey" as you leave CP-209 this afternoon, or may be dropped off in the Office of Displaced Homemaker Services during a spare moment between classes.

We thank you for your continued cooperation and wish you well this semester.

OFFICE OF DISPLACED HOMEMAKER SERVICES
HAGERSTOWN JUNIOR COLLEGE

Fall, 1980 - Enrollment Survey

Name: _____

Address, if changed recently: _____

Are you registered for a course or courses at Hagerstown Junior College
for the Fall, 1980 semester? _____ Yes _____ No

If yes:

1. Please list courses selected. No. of credit hours _____

2. Please check the appropriate blanks as they apply to you.
_____ credit hours _____ non-credit student
_____ full-time _____ part-time
3. Are you currently enrolled in a formal degree program?
_____ yes _____ no If yes, list degree program.

4. Are you taking courses:
_____ toward an AA degree _____ to upgrade job skills.
_____ for personal enrichment.
5. Would you be interested in:
_____ a returning women's support group. _____ workshops.
_____ a displaced homemaker newsletter.



Hagerstown Junior College
OFFICE OF DISPLACED HOMEMAKER SERVICES

Vocational Education/Training Recipients

Name:

File Number:

Enrollment Period:

Institution:

Course Selection:

Number of Credits:

Financial Assistance:

Degree Program:

Results:

**HAGERSTOWN
JUNIOR
COLLEGE
WANTS YOU!**



**Displaced Homemaker
Services**

Programs For Special People:

- A person who has been a homemaker, but now, because of dissolution of marriage, must seek employment.
- A person who is the single head-of-household and who lacks adequate job skills.
- A person who is currently a homemaker and part-time worker but wishes to secure a full-time job.
- A woman employed in a traditional female job and who now desires to obtain employment in a non-traditional female job, or a man employed in a traditional male job and who now desires to obtain employment in a non-traditional male job.

Displaced Homemaker Services Can Offer Assistance And Information About:

Community Services Agencies

That may offer assistance in a variety of ways

Support Groups For Students

Who wish to discuss problems unique to Displaced Homemakers

Workshops

On topics of interest for Displaced Homemakers

College Programs

Credit and non-credit

Day and evening courses

Part-time and full-time programs

Financial Aid

For tuition, fees and books

Information on supplemental funding available in the community

Career Information & Counseling

To help you determine your course of study

Community Services Offerings

Through the Community Services Office non-credit courses in the following general areas are offered:

Agriculture and Renewal Natural Resources

Arts, Visual and Performing

Business

Health Care and Health Services

Home Economics

Interdisciplinary

Industrial Arts, Trades and Technology

Language, Linguistics and Literature

Physical Education, Health Education and Leisure

Psychology

Courses for Senior Citizens

Apprenticeship Program

Allied Health

The Community Services Office also offers upper division and graduate credit courses through various educational institutions.

Credit Program

An Associate in Arts degree may be earned after completion of credit courses which may be in the following majors:

Accounting & Business	Electrical Engineering Technology
Administration of Justice -	Mechanical Engineering Technology
Correctional Services	Energy Option
Police Services	General Studies
Arts	Hospitality
Biology	Hotel-Motel Option
Business Administration	Human Services Technician
Chemistry	Management
Communications	Mathematics
Data Processing	Merchandising
Early Childhood Instructional	Nursing
Aide	Physics
Education	Radiologic Technology
Engineering	Executive Secretarial
Engineering Technician	

Certificate Programs which normally require one year for completion are offered in:

Correctional Services
Police Services
Secretarial Administration
Professional Clerk-Typist

These consist of a series of credit courses and students who receive a certificate can later use their credits toward an Associate in Arts degree.



☐ Yes, I am interested in learning more about the Displaced Homemaker Services available at Hagerstown Junior College. I am thinking about these opportunities for the _____ term 19_____.
(fall, spring, summer) (year)

☐ Please send me more information about the program.

(name)

(address)

(telephone)

Admission to this program follows the same procedures for admission to the College. Students may enroll in a regular or special (non-high school graduate) status with full-time or part-time programs of study. Additional information and admission forms are available in the Office of the Registrar at Hagerstown Junior College.

Hagerstown Junior College offers financial aid to students who demonstrate a need for such assistance in order to pursue a college education. Any high school graduate who is in need of financial aid, may apply for any of the types of aid available: scholarships, loans, grants or student employment. Information on financial aid may be obtained from the Financial Aid Office at the College.

Location:	Hagerstown, Maryland
Founded:	1946
Affiliation:	Coeducational, public institution
Campus:	187 acres, 7 major buildings
Accreditation:	Middle States Association of Colleges and Secondary Schools
Academic Year:	Two semesters, two summer sessions

